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ABSTRACT

A study was conducted to ascertain educators' and community leaders' attitudes toward the inclusion of selected career education concepts in elementary and secondary curricula. Further purposes were to determine their opinions toward the methods to be employed to deliver career education. An opinionnaire was used to survey educators and community leaders in one small community and one large community in Wyoming. Among the findings was that community leaders and educators rated all statements favorably to indicate the inclusion of the seven career education elements (self-awareness, decision making, educational awareness, economic awareness, career awareness, beginning skill competency, and employability skills) in the school curriculum. In addition, educators and community leaders agreed on the method of delivery as integration of career education into the curriculum on both the elementary and secondary levels. They also agreed on another method of delivery--a separate required course at the secondary level. (The opinionnaire is appended.) (LRA)

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ATTITUDES OF EDUCATORS AND COMMUNITY LEADERS TOWARD CAREER EDUCATION CONCEPTS, METHODS OF DELIVERY AND COMMUNITY INVOLVEMENT

by

Linda Ann Olson

A Thesis

Submitted to the Department

of Vocational Education and the

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CHAPTER I

INTRODUCTION

Societal and educational conditions existed and continue to exist which gave rise to the initiation of career education. These societal conditions are related to individuals and to the world of work. Family structure has changed. More women are entering the work force and many of these women are pursuing non-traditional occupations. People have expressed dissatisfaction with their jobs but have been reluctant to change occupations either because of economic security and/or lack of knowledge of educational opportunities enabling change. Employers express concern that young people entering the world of work are not prepared to make the big transition from school to the real world. These young people seemingly do not possess the attitudes and skills necessary for interpersonal and work relations. The society has become more technology-oriented than industrial in nature.

The educational system has a dichotomy between academic and vocational curriculums. The students then being prepared for the world of work are those students who chose or are tracked vocational. This curriculum only prepares students for some general employability skills and for specific occupational skills rather than really preparing them for the total world of work. School subjects do not relate the content to the real world. The emphasis of learning is on facts unrelated to any application. Schools have become a separate entity apart from the community rather than being a part of the total community. Lauda

(Garner, 1976:116) sums this quite well.

> Social systems are made by humans, therefore vulnerable, therefore necessitating maintenance. The enterprise we call education is an institution which allegedly is designed to enhance and perpetuate our culture. As part of a larger cultural whole, it must work not as an isolated discipline but augment the total acquisition of culture. Unfortunately, this role has led to a system which admonished rote learning, which relies on history for its base, and therefore cannot cope with rapid social change.

Community people are requesting, in fact demanding, that education be held accountable for what it is doing and for what it should be doing. Education has changed to try to accommodate the requests or suggestions of the community. This can be seen by the attempts to individualize learning, to give learning a broader base by application of what is learned, as well as by relating to conceptual thinking and giving students an opportunity to learn experientially. Career education is one means which attempts to reform the education system.

However, education has not changed enough for society to be satisfied. As a result of this, communities do not lend as much support, especially financially, as they would be willing to give. Evidence is seen in the lack of support for bond issues and increases in taxes.

Many groups of people are involved in the attempts to reform education. Educators, community leaders, legislators, business and community organizations, and special interest groups have all been active. They want to be involved, have been involved, and want to be more involved because they see the school as being a part of the total community and not an institution that should be treated separately.

In spite of the involvement of the many concerned groups of people and in spite of the changes that have occurred, many of the same societal and educational conditions that existed to give rise to career educa-

tion a decade ago still exist today. There is also a continued lack of interaction between educators and community people in determining educational needs and processes.

From its inception career education has been promoted as a collaborative effort of the education system and the community. Though in practice this has not been so apparent. In fact, no evidence of any research exists to show that educators and community people of Wyoming have collaborated in career education planning. Means of obtaining school/community collaboration need to be utilized.

Statement of the Problem

The main purpose of this study was to ascertain educators' and community leaders' attitudes toward the inclusion of selected career education concepts in the elementary and secondary curriculums.

Further purposes were to determine the opinions toward the methods to be employed to deliver career education, as well as, to determine the community's role in education.

The objectives of the study were to assess educators' and community leaders' attitudes toward:

1. The inclusion of selected career education concepts as part of the elementary and secondary curriculums.
2. Selected methods of delivery for the selected career education concepts at the elementary and secondary levels.
3. Community involvement in education.

Further objectives of the study were to compare educators' and community leaders' attitudes toward:

4. The inclusion of selected career education concepts as part of

the elementary and secondary curriculums.

5. Selected methods of delivery for the selected career education concepts at the elementary and secondary levels.
6. Community involvement in education.

Importance of the Study

The results of this study may be designed to further the development of career education in the State of Wyoming. Local education agencies may use some or all of the outcomes in planning and implementing a career education program or to build upon already existing career education activities.

Local education agencies desiring to initiate career education could assess opinions of career education by use or adaptation of the opinionnaire used in this study. Interpretations of the results could be used in public relations with communities to promote career education in schools and in the community.

Readers of this study may become informed as to what career education is and what educators and community leaders think of it.

Survey results could be used to establish standards for career education programs on a state level as well as the potential use on a local level.

Educators could implement into classroom instruction such concepts and/or methods as implied in the study.

Definitions of Terms

The following definitions of terms are provided so as to clarify meaning of the terminology as used throughout this paper.

Career Education. Career education (as stated by New Hampshire) ...is a concept of relevant and accountable education centered on the individual which provides the opportunities for educational experiences, curriculum, instruction, and counseling, leading to preparation for economic independence. The development of this concept is a lifelong process which involves a series of experiences, decisions and interactions that provide the means through which one's self-understanding can be implemented, both vocationally and avocationally. (Marland, 1974:93).

Community Persons. Any person or group of people in a community who have some knowledge and/or skills to share with other people, and are willing to share such knowledge, experiences, and/or skills (i.e., businesspeople, parents, union workers, librarians, retired persons, homemakers, etc.).

The following definitions are compilations from "Career Education: What It Is and How To Do It" slide show script, Infusion Models: Career Education in the Elementary School, and from interpretations of experiences by the researcher.

Self-Awareness. An awareness of one's own interests, abilities, and values. The outcome of self-awareness experiences is self-identity.

Decision Making. An understanding of the decision making process, practice of making decisions, and learning to accept responsibility for outcomes of decisions. The outcomes of experiences relating to decision making are personal and career decisions.

Educational Awareness. An understanding of the relation between education and training; and that learning is a lifelong process. Educational identity is the outcome of this career education element.

Economic Awareness. An awareness of the economic system and how it relates to people as individuals, to the community, and to the society. Economic understanding is the outcome of this aspect of career education.

Career Awareness. An awareness of many and varied occupations including lifestyles, working conditions, and training requirements. The desired outcome of these experiences is career identity.

Beginning Skill Competency. An awareness that some skills are required for work in all occupations, i.e., use of basic tools, equipment, materials, and interpersonal skills. Employment skills are the outcomes.

Employability Skills. A development of skills necessary for job seeking, getting, and maintaining. Occupational placement and retention are the outcomes.

Limitations

Only two communities were used in the study; therefore, the results cannot be generalized to the whole of the state.

The method of obtaining information--the mail survey--limited verification of responses to the opinionnaire. Individual respondents may have interpreted statements on the data collection instrument differently.

The study was further limited to selected career education concepts of self-awareness, decision-making, educational awareness, economic awareness, career awareness, beginning skills competency, and employability skills. The eighth concept as sometimes used by other advocates of career education, appreciations and attitudes, was not used in this study. The researcher believes that the concept of appreciations and attitudes is already part of self-awareness and career awareness.

CHAPTER II

METHODS OF RESEARCH

Opinionnaire:

The descriptive research method was utilized in this study.

A closed form opinionnaire (Appendix E) set up on a Likert-type scale was the data collection instrument.

The opinionnaire, the Likert-type scale, and other comparison scales were developed by the researcher with the aid of a member of the Industrial Education faculty at the University of Wyoming who teaches career education courses.

The opinionnaire was divided into parts to assess the different aspects desired of the survey. Part I obtained the attitudes of respondents to the inclusion of educational concepts on an elementary level (designated as grades Kindergarten through six) and on a secondary level (grades seven through twelve). The educational concepts relate to seven elements of career education. Each element is represented by four varying statements in the opinionnaire.

Part II requests response to choosing the method of delivery for implementing the concepts that the respondents felt should be part of education.

Finally in Part III, the relationship as to how the community should be involved in education is obtained.

Selection of Sample

The communities selected for the sample were Laramie and Wheatland, Wyoming. They represent one large and one small community. Laramie and Wheatland are both sites where career education efforts have been implemented.

The sample included an equal number of educators (administrators, teachers, specialists) and community leaders, from each site. Total sample number was 200 proportionately distributed between the sites according to the number of educators in each community. The proportioning resulted in 70 educators and 70 community leaders from Laramie and 30 educators and 30 community leaders from Wheatland.

Permission was obtained from school district personnel to survey the educators. Lists of educators were obtained from the school district offices. The Chambers of Commerce provided lists of community leaders (individuals who are members of Chambers of Commerce or business owners). The Laramie Chamber of Commerce provided a list of Chamber members, whereas, the Wheatland Chamber of Commerce provided a total list of businesses in the community.

The sample was chosen utilizing a table of random numbers.

Collection

The opinionnaire was mailed with a letter to educators (Appendix A) and a letter to community leaders (Appendix B). A follow-up request (Appendices C and D) was mailed after the frequency of return had diminished.

Analysis of Data

The data collected were tabulated by hand and statistical calculations were accomplished with an electronic calculator. The data were analyzed by frequency and percent of response by group (educators and community leaders) and by site. They were calculated and tabulated for visual comparison. Comparisons were made of percentages between groups. Analyses using "t" tests were done on statements that appeared to be significantly different.

CHAPTER III

REVIEW OF LITERATURE

Career Education: Development and Definition

The career education movement is considered by many to have begun in 1970 with Sidney Marland, then U.S. Commissioner of Education. Marland (1974:7) conceived the "...concept of a design for introducing awareness of work and the motivation intrinsic to the work idea, from early childhood education through the self-evident, work-focused functions of the graduate professional schools." He felt that education should "relate the occupational aspects of human development to all levels of learning and all relevant parts of academic instruction" (Marland, 1974:8).

With this in mind, he stated in an address in January 1971 to the National Association of Secondary School Principals (Reinhart, 1979:1-2) some concerns of education: (a) a need to reform vocational education, (b) general education is irrelevant, (c) a false dichotomy exists between academic and vocational education, and (d) a need to reform the high school. Marland felt these concerns could be addressed through career education, a proposal to reform the education system.

However, as Kenneth Hoyt, Director of the Office of Career Education states (Hoyt, 1980), the career education movement was not something totally new when Marland introduced it. Antecedents of career education have been referred to for years. Some examples are: (a) the National Association of Manufacturers' emphasis on school/work relation-

ships in the early 1900's, (b) emphasis on experiential learning and on relating education to life as expressed by Dewey, (c) the "Seven Cardinal Purposes of Education" as declared by the National Education Association of which one was stated as "vocation," and (d) the vocational guidance movement.

The development of career education has been a movement in the history of education. It has only been since 1970 though, that career education has been recognized as such and has been promoted and supported as an educational movement of its own.

Marland did not define the term "career education" stating that it would be defined by the educators and community persons who would be involved with it and that their definitions would be more important than any expert's definitions. Numerous educational leaders and organizations have defined career education. The many definitions vary and may be categorized into groups--those that relate more to the worker and the work role in society, and those that reflect more of a life-centered focus. Examples of the work focused definitions are as from the Bureau of Adult Vocational and Technical Education, U.S. Office of Education:

> Career education is a comprehensive educational program focused on careers, which begins in Grade 1 or earlier and continues through the adult years (Marland, 1974:95).

and from Larry Selland, Assistant State Director of Vocational Education of North Dakota:

> Career education is an integral part of education. It is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas...a total effort of the home, school, and community to help all individuals become familiar with the values of a work-oriented society, to integrate these values in

> their lives in a way that work becomes useful, meaningful, and satisfying (Marland, 1974:94).

There are some definitions that reflect both the work-oriented and the life-centered aspects. Dean Talagan of the Washington [Wyoming] Department of Education:

> Career education is one of the key purposes of education. It is a concept through which we instill a sense of self-identity and self-awareness within each student. It is individualized and geared to the 168-hour living week, not just the 40-hour work week. This concept motivates children to want to learn and makes them capable of economically supporting themselves and their families (Marland, 1974: 95).

The Texas Education Agency's definition of career education also reflects these thoughts:

> Career education is coordinated instruction, integrated into the entire curriculum, K-12, and designed to assist students in: (a) understanding both the world of work and attitudes toward it; (b) understanding the relationships which exist between education and career opportunity; (c) understanding the economic and social structures of our society and how they influence the ways people support themselves; (d) making informed decisions concerning how they will earn a living and taking responsibility for making those decisions; and (e) acquiring marketable skills as preparation for earning a living (Marland, 1974:94).

Goldhammer and Taylor in Career Education: Perspective and Promise present a life-centered definition:

> Specifically, career education is designed to capacitate individuals for their several life roles: economic, community, home, avocational, religious, and aesthetic...Designed for all students, career education should be viewed as lifelong and pervasive...career education is a systematic attempt to increase the career options available to individuals and to facilitate more rational and valid career planning and preparation. Through a wide range of school- and community-based resources, young people's career horizons should be broadened. Their self-awareness should be enhanced (Marland, 1974:96).

The life-centered focus of career education allows for the further definition of the term to include what is called the eight elements. These elements were developed by the Comprehensive Career Education

Model staff at The Center for Vocational and Technical Education, along with consultants and local education agency practitioners. From integrating theories in the field of vocational education, guidance, human growth, and curriculum development evolved the eight elements: (a) self-awareness, (b) decision making, (c) educational awareness, (d) economic awareness, (e) career awareness, (f) beginning skill competency, (g) employability skills, and (h) appreciations and attitudes (Magisos, 1973: 244-5).

The different focuses of career education have resulted in the development of the following learner outcomes:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society;
2. Equipped with good work habits;
3. Equipped with a personally meaningful set of work values that foster in them a desire to work;
4. Equipped with career decision making skills, job-hunting skills, and job-getting skills;
5. Equipped with job specific occupational skills and interpersonal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society;
6. Equipped with a degree of self-understanding of educational-vocational opportunities sufficient for making sound career decisions;
7. Aware of means available to them for continuing and recurrent education;
8. Either placed or actively seeking placement in a paid occupation, in further education, or in a vocation consistent with their current career decisions;
9. Actively seeking to find meaning and meaningfulness through work in productive use of leisure time;
10. Aware of means available to themselves for changing career options--of societal and personal constraints impinging on career alternatives (Hoyt, 1976:30-7).

The elements and the learner outcomes serve to further clarify career education to educators and community persons.

Most educational reforms only last three years; however, career education is alive and doing well in the United States after a decade of existence (Brodinsky, 1979:240). Career education has been implemented

into over 9,000 of the nation's 16,000 plus school districts. Infusion of career education into the curriculum, separate classes and programs, in-service workshops, and conferences are main categories of career education activities.

The efforts of the 1970's evolved around three basic goals:

1. To provide all students at all levels of the education system with a set of general employability/adaptability/promotability skills that will enable them to change with change in a rapidly changing society.
2. To encourage, develop, and implement 'partnerships' between the education system and the broader community aimed at helping to solve the employment/unemployment problems of youth and adults.
3. To change the education system in ways that make that system a contributor to the solution, rather than to the problem, of employment/unemployment for youth and adults (Hoyt, 1980).

These goals will continue to be the focus of the 1980's as well as some other related goals which will be mentioned later in this chapter.

State and Local Career Education Planning

Concern and disappointment with education has been expressed by educators, students, parents and employers. An accusation is that schools do not prepare youth for the world of work. As a result of this concern and subsequent investigation, career education has been recognized as the most comprehensive and promising solution (Career Education Project, 1979b:1).

Many procedure manuals and other implementation guides address the issue of utilizing the community for assessing and planning as well as implementing career education. Community persons appear to have been surveyed as to their opinions about career education programs that have been implemented, but little evidence has been found to indicate that their opinions had been solicited prior to planning. Selected individuals

have served on steering committees, advisory committees and task forces in program planning and implementation, but evidence is lacking that opinions of community persons have been used to establish basic program goals or in evaluating these goals.

Assessments of state and local concerns and needs have been accomplished by surveys (Texas Education Agency, 1973), (Herr, 1977) and task forces. People concerned and involved have been educators, political leaders, and communities (Career Education Project, 1979c:vii). While the term "communities" refers to business, industry, government, and labor, labor has been underrepresented in these efforts (Career Education Project, 1979b:57).

Career education is considered a collaborative effort in attempting to establish the partnerships as mentioned in goal number two. As Hoyt refers to collaboration he "implies that career education is a community problem, not simply a problem for the education system" (Hoyt, A Primer for Career Education:13). Therefore, he claims:

> ...a set of community action responsibilties which can be performed by persons in the broader community but not by educators must be identified and accepted. Moreover, if career education is to be viewed as a community effort, then policy formulation for career education cannot sensibly be left only in the hands of educators (Hoyt, A Primer for Career Education:13-14).

Provided the community and the schools work together to assess, plan, and implement career education, part of the success must be attributed to the community. Likewise, the responsibility for the failure of career education then belongs to the community as well (Hoyt, A Primer for Career Education:6).

It is stated in Legislating for Career Education: A Handbook for State Policy Makers (Career Education Project, 1979c:4), all educators

have a role to play and community persons "...must contribute their perspectives and special knowledge if students are to gain an accurate understanding of the world that awaits them."

School and Community Involvement

The schools have sought the community's participation in career education efforts because it is recognized that the cooperation and support of the community is essential in order to fully develop career education (Kennedy:8). It is recognized as Hoyt states (Hoyt, A Primer for Career Education:6).

> ...that community resources exist that are needed for career education's success and that, under no circumstances, could the education system provide those resources itself.

Schools and communities have worked together in collaborative career education efforts. These efforts include steering and advisory committees, fieldtrips, individual and group explorations, resource materials, and equipment to name just a few. Some examples of these efforts are:

1. individual career explorations such as those in Experience Based Career Education programs;
2. businesses have donated equipment and materials such as typewriters, calculators, wood, etc.
3. pamphlets and brochures have been given to students covering such topics as insurance, choosing a career, careers in the forest service, banking and investing, etc.

Working relationships with many community groups have been established on national, state, and local levels. The majority of the collaborative efforts have been on a national level between the Office of Career Education and three groups of community agencies -- private sectors,

corporations, and community organizations. Examples are:

1. mini-conferences to promote career education and to formulate policies;
2. work-education councils developed by the National Manpower Institute;
3. publications, resource materials, and support for industry-education councils by the National Association for Industry Education Cooperation.
4. New York Life Insurance Company has written and published a series of pamphlets on careers in the career clusters;
5. McDonalds Corporation publishes a Careers Action Kit and a kit on economic awareness;
6. "From Dreams to Reality," a career awareness packet, was developed and is used by Girl Scouts;
7. a decision making kit was developed by Women's American ORT (Organization for Rehabilitation through Training).

Although schools and communities have worked together in many ways at all levels, the literature indicates it is necessary to continue and to further expand collaborative efforts.

Related Research

An assessment of the status of research in career education has been hampered by several aspects of career education (Herr, 1977). First, career education is not one process or concept of education. Rather, there are many processes, many subconcepts, and many groups of activities that career education comprises. Since career education is comprehensive, it has been difficult to ascertain what research should

or should not be included in research studies. And of the written studies, the majority are evaluation and final project reports.

Strategies utilized by local education agencies and state education agencies for obtaining information and opinions on career education have included various means. These means included reviewing available literature, visitations of career education projects, interviews, surveys, work-group conferences (Partners in Career Education, 1976:7), pamphlets and other printed materials such as policy statements or philosophies (Career Education Project, 1979a:ix), and steering committees.

In obtaining information and opinions, various groups of people have been asked to contribute. The groups have included students, parents, educators, and representatives of business, industry, labor and government.

The majority of the career education studies that have been conducted relate to only two aspects of career education research. These being final reports and evaluation and/or follow-up studies. Even at that, most of the evaluation reports are of Experience Based Career Education programs.

Herr (1977:1-2) accomplished an extensive review of research in which nearly 400 research items were identified. Of these, only 183 contained evaluative or research data. An ERIC search done for the researcher resulted in the identification of 63 studies conducted during the period of 1975 through 1979. Of these, 53 were reports on Experience Based Career Education programs or final reports of other career education projects. Only seven studies related to attitudes and school/community relations.

Studies conducted to assess opinions were mostly done after projects had already been implemented such as in Texas, Wisconsin (Herr, 1977), and by the Education Commission of the States (Career Education Project, 1979a). Therefore, data collected were used more for evaluation purposes than planning purposes by collecting the data before a project was implemented.

There is a need for a more comprehensive study of career education in the United States as well as in Wyoming. The evaluation of career education projects needs to continue Hoyt states (Hoyt, 1980). However, if an emphasis remains to continue to focus upon the three basic goals of career education and to further collaborative efforts with the community, a thorough search of opinions and attitudes of career education needs to be obtained from all groups of people that are involved, want to be involved, and should be involved. This process can be instrumental in goal setting and development of curriculum before career education projects are implemented rather than as an evaluation tool.

CHAPTER IV

PRESENTATION OF DATA

The opinionnaire, set up on a Likert-type scale and other comparison scales, was developed as the data collection instrument. It was mailed to educators and community leaders in Laramie and Wheatland, Wyoming. Seventy educators and 70 community leaders from Laramie were surveyed and 30 educators and 30 community leaders from Wheatland were surveyed. The number surveyed and the number and percentage of respondents are shown in Table I.

TABLE I

NUMBER SURVEYED AND NUMBER AND PERCENTAGE OF RESPONDENTS TO THE OPINIONNAIRE

Site	Group	No.[1]	No.[2]	%[3]
Laramie	Educators	70	45	64
	Community Leaders	70	39	56
Wheatland	Educators	30	17	57
	Community Leaders	30	11	37
	Total	200	112	56

[1]Number of individuals surveyed

[2]Number of respondents

[3]Percentage of response

Two community leaders from Wheatland returned the opinionnaire

indicating that they did not feel they could adequately complete them. These two are not included in the 11 respondents from Wheatland community leaders. The 112 responses of the 200 surveyed resulted in 56 percent participation in the study.

The 28 statements in Part I reflect the seven elements of career education. Each element is represented by four statements. This representation is depicted below. For example, statements numbers 9, 11, 14, and 20 of Part I of the opinionnaire relate to the self-awareness element of career education.

Career Education Element	Opinionnaire Statement			
Self-Awareness	9	11	14	20
Decision Making	12	13	21	27
Educational Awareness	3	8	10	16
Economic Awareness	1	17	19	24
Career Awareness	2	22	26	28
Beginning Skill Competency	5	6	15	18
Employability Skills	4	7	23	25

The order of the elements does not represent any sequence or preference.

Response to items in the opinionnaire varied throughout. In Part I, because respondents could respond to each statement at either or both levels (elementary or secondary) the frequencies varied considerably. However, the range of response on all statements on both levels was 84% to 99%.

Part II, Section A requested that either "separate" or "integrated" methods be indicated. Respondents did not always do so, therefore, this is not reported. Within this section it was further requested that they respond to either "required" or "elective", or "all subject areas" or "selected subject areas". Respondents, however, sometimes chose to mark two to three of the four response columns. In Part II, Section B, 83% to

100% responded to the yes and no columns. And in Part III, there was a range of 92% to 98% response.

The following tables (II-XVII) depict the frequency of response for each statement. The corresponding percentage is also presented which was calculated according to the total number of respondents in each respective group. The tables are arranged by groups of respondents--Laramie educators, Wheatland educators, Laramie community leaders, and Wheatland community leaders.

In Tables II-V, the whole statement from Part I of the opinionnaire is not stated. Rather, key words from the statement are utilized to reduce the length of the tables.

TABLE II

FREQUENCY AND PERCENT RESPONSE OF LARAMIE EDUCATORS TO EDUCATIONAL CONCEPTS

Concept	Elementary								Secondary							
	f_1	%	f_2	%	f_3	%	f_4	%	f_1	%	f_2	%	f_3	%	f_4	%
1. Personal economics and lifestyles	2	4	13	29	22	49	3	7	0	0	0	0	7	16	37	82
2. Occupations within each subject	2	4	12	27	25	56	1	2	1	2	3	7	11	24	29	64
3. Education is a life-long process	0	0	3	7	10	22	28	62	0	0	2	4	2	4	38	84
4. Work habits and attitudes	0	0	1	2	4	9	37	82	0	0	1	2	2	4	40	89
5. Basic equipment and materials	4	9	23	51	13	29	0	0	1	2	3	7	20	45	20	45
6. Basic skills necessary	1	2	14	31	21	47	4	9	1	2	0	0	5	11	38	84
7. Responsibilities to self and others	0	0	0	0	10	22	32	71	0	0	1	2	2	4	41	91
8. Select and evaluate educational paths	5	11	18	40	15	33	3	7	0	0	2	4	10	22	32	71
9. Self-assessment	1	2	12	27	15	33	14	31	0	0	3	7	7	16	34	76
10. Basic skills and knowledge	1	2	12	27	15	33	13	29	0	0	2	4	8	18	34	76
11. Understanding and acceptance of self	0	0	0	0	4	9	38	84	0	0	1	2	3	7	39	87
12. Establishes and evaluates goals	3	7	5	11	16	36	17	38	0	0	0	0	8	18	36	80
13. Decision making process	0	0	3	7	18	40	22	49	0	0	0	0	9	20	35	78

TABLE II (continued)

Concept	Elementary								Secondary							
	f_1	%	f_2	%	f_3	%	f_4	%	f_1	%	f_2	%	f_3	%	f_4	%
14. Unique individual	0	0	1	2	9	20	32	71	0	0	0	0	5	11	38	84
15. Interpersonal relationships	2	4	13	29	17	38	9	20	0	0	0	0	19	42	25	56
16. School subjects and the world of work	4	9	4	9	15	33	19	42	0	0	3	7	8	18	33	73
17. Banking, saving and investing money	6	13	17	38	15	33	2	4	1	2	3	7	12	27	28	62
18. Skills necessary for employment	5	11	19	42	14	31	2	4	0	0	4	9	11	24	29	64
19. Economy affects the world of work	5	11	19	42	14	31	3	7	0	0	4	9	11	24	24	53
20. Forces influence one's development	4	9	9	20	15	33	11	24	0	0	3	7	14	31	27	60
21. Using resource information	1	2	10	22	23	51	6	13	0	0	1	2	11	24	32	71
22. Occupations relate to society	0	0	16	36	21	47	4	9	0	0	3	7	17	38	23	51
23. Seek and maintain employment	7	16	12	27	19	42	3	7	0	0	2	4	12	27	29	64
24. American economic system	4	9	13	29	19	42	3	7		0	5	11	12	27	26	58
25. Work cooperatively with others	0	0	0	0	8	18	33	73	0	0	0	0	6	13	36	80
26. Education or training	6	13	4	9	19	42	12	27	0	0	3	7	9	20	30	67
27. Career-oriented decisions	11	24	9	20	15	33	4	9	0	0	2	4	9	20	32	71
28. Interest and abilities	2	4	14	31	19	42	6	13	0	0	1	2	12	27	30	67

TABLE III

FREQUENCY AND PERCENT RESPONSE OF WHEATLAND EDUCATORS TO EDUCATIONAL CONCEPTS

Concept	Elementary								Secondary							
	f_1	%	f_2	%	f_3	%	f_4	%	f_1	%	f_2	%	f_3	%	f_4	%
1. Personal economics and lifestyles	4	24	5	29	8	47	0	0	0	0	1	6	6	35	9	53
2. Occupations within each subject	1	6	5	29	8	47	2	12	0	0	0	0	3	18	12	71
3. Education is a life-long process	1	6	2	12	1	6	12	71	0	0	0	0	1	6	14	82
4. Work habits and attitudes	0	0	0	0	2	12	15	88	0	0	0	0	1	6	13	76
5. Basic equipment and materials	5	29	6	35	5	29	0	0	0	0	0	0	12	71	3	18
6. Basic skills necessary	2	12	8	47	4	24	2	12	0	0	0	0	2	12	13	76
7. Responsibilities to self and others	0	0	1	6	3	18	13	76	0	0	0	0	0	0	15	88
8. Select and evaluate educational paths	3	18	6	35	7	41	0	0	1	6	0	0	6	35	9	53
9. Self-assessment	1	6	7	41	6	35	2	12	0	0	0	0	7	41	9	53
10. Basic skills and knowledge	2	12	3	18	8	47	3	18	0	0	1	6	3	18	13	76
11. Understanding and acceptance of self	0	0	1	6	5	29	11	65	0	0	0	0	2	12	14	82
12. Establishes and evaluates goals	1	6	7	41	3	18	5	29	0	0	1	6	4	24	11	65
13. Decision making process	0	0	1	6	8	47	7	41	0	0	0	0	2	12	14	82

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TABLE III (continued)

Concept	Elementary								Secondary							
	f_1	%	f_2	%	f_3	%	f_4	%	f_1	%	f_2	%	f_3	%	f_4	%
14. Unique individual	0	0	1	6	4	24	12	71	0	0	0	0	3	18	13	76
15. Interpersonal relationships	2	12	6	35	5	29	3	18	0	0	0	0	6	35	10	59
16. School subjects and the world of work	2	12	2	12	8	47	4	24	0	0	0	0	2	12	18	76
17. Banking, saving and investing money	4	24	7	41	4	24	0	0	0	0	0	0	8	47	7	41
18. Skills necessary for employment	6	35	4	24	6	35	0	0	0	0	0	0	9	53	7	41
19. Economy affects the world of work	3	18	5	29	8	47	0	0	0	0	0	0	8	47	8	47
20. Forces influence one's development	3	18	3	18	8	47	2	12	0	0	1	6	7	41	8	47
21. Using resource information	1	6	5	29	7	41	3	18	0	0	0	0	7	41	9	53
22. Occupations relate to society	2	12	7	41	6	35	2	12	0	0	0	0	10	59	6	35
23. Seek and maintain employment	5	29	5	29	3	18	3	18	0	0	1	6	4	24	10	59
24. American economic system	4	24	6	35	6	35	0	0	0	0	0	0	6	35	10	59
25. Work cooperatively with others	0	0	0	0	3	18	14	82	0	0	0	0	0	0	16	94
26. Education or training	1	6	3	18	6	35	1	6	0	0	0	0	2	12	14	82
27. Career-oriented decisions	3	18	5	29	6	35	2	12	0	0	0	0	4	24	12	71
28. Interest and abilities	3	18	5	29	7	41	1	6	0	0	0	0	9	53	7	41

TABLE IV

FREQUENCY AND PERCENT RESPONSE OF LARAMIE COMMUNITY LEADERS TO EDUCATIONAL CONCEPTS

Concept	Elementary								Secondary							
	f_1	%	f_2	%	f_3	%	f_4	%	f_1	%	f_2	%	f_3	%	f_4	%
1. Personal economics and lifestyles	3	8	11	28	18	46	5	13	0	0	0	0	7	18	30	77
2. Occupations within each subject	4	10	16	41	14	36	1	3	0	0	4	10	16	41	18	46
3. Education is a life-long process	1	3	2	5	5	13	29	74	0	0	0	0	4	10	33	85
4. Work habits and attitudes	1	3	0	0	2	5	35	90	0	0	1	3	0	0	35	90
5. Basic equipment and materials	7	18	19	49	7	18	1	3	1	3	1	3	19	49	17	44
6. Basic skills necessary	3	8	9	23	14	36	8	21	1	3	0	0	6	15	31	79
7. Responsibilities to self and others	0	0	1	3	7	18	29	74	1	3	0	0	1	3	35	90
8. Select and evaluate educational paths	5	13	9	23	18	46	1	3	0	0	2	5	8	21	25	64
9. Self-assessment	2	5	8	21	14	36	11	28	1	3	0	0	7	18	27	69
10. Basic skills and knowledge	3	8	12	31	11	28	8	21	0	0	2	5	8	21	26	67
11. Understanding and acceptance of self	1	3	0	0	7	18	26	67	2	5	1	3	3	8	29	74
12. Establishes and evaluates goals	1	3	5	13	13	33	16	41	1	3	1	3	6	15	27	69
13. Decision making process	1	3	6	15	9	23	19	49	0	0	1	3	7	18	27	69

TABLE IV (continued)

Concept	Elementary								Secondary							
	f_1	%	f_2	%	f_3	%	f_4	%	f_1	%	f_2	%	f_3	%	f_4	%
14. Unique individual	0	0	4	10	5	13	26	67	2	5	2	5	3	8	28	72
15. Interpersonal relationships	6	15	8	21	7	18	7	18	1	3	4	10	14	36	17	44
16. School subjects and the world of work	2	5	5	13	13	33	14	36	1	3	1	3	7	18	26	67
17. Banking, saving and investing money	4	10	12	31	7	18	10	26	1	3	3	8	9	23	23	59
18. Skills necessary for employment	6	15	12	31	11	28	4	10	1	3	4	10	8	21	23	59
19. Economy affects the world of work	7	18	6	15	13	33	7	18	0	0	2	5	10	26	24	62
20. Forces influence one's development	5	13	8	21	11	28	11	28	0	0	4	10	11	28	20	51
21. Using resource information	2	5	8	21	13	33	10	26	0	0	1	3	7	18	28	72
22. Occupations relate to society	3	8	10	26	19	49	2	5	0	0	2	5	16	41	20	51
23. Seek and maintain employment	5	13	9	23	9	23	9	23	2	5	0	0	1	3	30	77
24. American economic system	4	10	10	26	11	28	9	23	1	3	2	5	11	28	24	62
25. Work cooperatively with others	0	0	1	3	12	31	24	62	0	0	0	0	7	18	31	79
26. Education or training	2	5	2	5	15	38	17	44	0	0	0	0	5	13	32	82
27. Career-oriented decisions	8	21	8	21	11	28	7	18	1	3	3	8	10	26	24	62
28. Interest and abilities	6	15	8	21	14	36	8	21	0	0	3	8	12	31	23	59

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TABLE V

FREQUENCY AND PERCENT RESPONSE OF WHEATLAND COMMUNITY LEADERS TO EDUCATIONAL CONCEPTS

Concept	Elementary								Secondary							
	f_1	%	f_2	%	f_3	%	f_4	%	f_1	%	f_2	%	f_3	%	f_4	%
1. Personal economics and lifestyles	0	0	4	36	7	64	0	0	0	0	0	0	2	18	8	73
2. Occupations within each subject area	0	0	5	45	6	55	0	0		0	0	0	2	18	9	82
3. Education is a life-long process	0	0	1	9	2	18	8	73	0	0	0	0	1	9	10	91
4. Work habits and attitudes	0	0	0	0	0	0	11	100	0	0	0	0	1	9	10	91
5. Basic equipment and materials	3	27	3	27	5	45	0	0	0	0	1	9	3	27	7	64
6. Basic skills necessary	1	9	4	36	6	55	0	0	0	0	0	0	2	18	9	82
7. Responsibilities to self and others	0	0	0	0	1	9	10	91	0	0	0	0	1	9	10	91
8. Select and evaluate educational paths	2	18	6	55	3	27	0	0	0	0	0	0	6	55	5	45
9. Self-assessment	0	0	4	36	7	64	0	0	0	0	0	0	4	36	7	64
10. Basic skills and knowledge	1	9	5	45	4	36	1	9	0	0	1	9	1	9	9	82
11. Understanding and acceptance of self	0	0	1	9	4	36	6	55	0	0	0	0	1	9	10	91
12. Establishes and evaluates goals	0	0	2	18	4	36	5	45	0	0	0	0	4	36	7	64
13. Decision making process	0	0	2	18	7	64	2	18	0	0	0	0	6	55	5	45

TABLE V (continued)

Concept	Elementary								Secondary							
	f_1	%	f_2	%	f_3	%	f_4	%	f_1	%	f_2	%	f_3	%	f_4	%
14. Unique individual	0	0	0	0	2	18	9	82	0	0	0	0	2	18	9	82
15. Interpersonal relationships	1	9	4	36	4	36	2	18	0	0	0	0	6	55	5	45
16. School subjects and the world of work	1	9	3	27	3	27	4	36	0	0	0	0	3	27	8	73
17. Banking, saving and investing money	2	18	3	27	5	45	1	9	0	0	1	9	3	27	7	64
18. Skills necessary for employment	3	27	4	36	4	36	0	0	0	0	0	0	4	36	7	64
19. Economy affects the world of work	3	27	2	18	1	9	0	0	0	0	0	0	5	45	6	55
20. Forces influence one's development	3	27	3	27	4	36	1	9	0	0	0	0	8	73	3	27
21. Using resource information	2	18	2	18	6	55	1	9	0	0	1	9	0	0	10	91
22. Occupations relate to society	2	18	5	45	3	27	1	9	0	0	0	0	5	45	6	55
23. Seek and maintain employment	3	27	1	9	4	36	1	9	0	0	0	0	4	36	7	64
24. American economic system	5	45	1	9	4	36	1	9	0	0	0	0	4	36	7	64
25. Work cooperatively with others	0	0	0	0	4	36	7	64	0	0	0	0	3	27	8	73
26. Education or training	1	9	4	36	2	18	4	35	0	0	0	0	3	27	8	73
27. Career-oriented decisions	5	45	1	9	3	27	2	18	0	0	0	0	5	45	6	55
28. Interest and abilities	3	27	2	18	2	18	4	36	0	0	0	0	5	45	6	55

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TABLE VI

FREQUENCY AND PERCENT RESPONSE OF LARAMIE EDUCATORS TO METHOD OF DELIVERY: WITHIN THE SCHOOL

Separate			Integrated		
	f	%		f	%
Required at:			All subjects at:		
Elementary	5	11	Elementary	25	56
Secondary	9	20	Secondary	28	62
Elective at:			Selected subjects at:		
Elementary	7	16	Elementary	11	24
Secondary	7	16	Secondary	8	18

TABLE VII

FREQUENCY AND PERCENT RESPONSE OF WHEATLAND EDUCATORS TO METHOD OF DELIVERY: WITHIN THE SCHOOL

Separate			Integrated		
	f	%		f	%
Required at:			All subjects at:		
Elementary	2	12	Elementary	9	53
Secondary	5	29	Secondary	12	71
Elective at:			Selected subjects at:		
Elementary	2	12	Elementary	6	35
Secondary	5	29	Secondary	6	35

TABLE VIII

FREQUENCY AND PERCENT RESPONSE OF LARAMIE COMMUNITY LEADERS TO METHOD OF DELIVERY: WITHIN THE SCHOOL

Separate			Integrated		
	f	%		f	%
Required at:			All subjects at:		
Elementary	5	13	Elementary	17	44
Secondary	20	51	Secondary	18	46
Elective at:			Selected subjects at:		
Elementary	6	15	Elementary	7	18
Secondary	6	15	Secondary	10	26

TABLE IX

FREQUENCY AND PERCENT RESPONSE OF WHEATLAND COMMUNITY LEADERS TO METHOD OF DELIVERY: WITHIN THE SCHOOL

Separate			Integrated		
	f	%		f	%
Required at:			All subjects at:		
Elementary	2	18	Elementary	2	18
Secondary	3	27	Secondary	4	36
Elective at:			Selected subjects at:		
Elementary	1	9	Elementary	3	27
Secondary	2	18	Secondary	4	36

TABLE X

FREQUENCY AND PERCENT RESPONSE OF LARAMIE EDUCATORS TO METHOD OF DELIVERY: COMMUNITY INTO THE SCHOOLS

Item	No		Yes		Elementary		Secondary	
	f	%	f	%	f	%	f	%
1. Speakers	0	0	41	91	33	73	41	91
2. Career days	2	4	39	87	14	31	40	89
3. Material resources	1	2	40	89	30	67	42	93
4. Equipment	0	0	41	91	38	84	42	93
5. Demonstrations	0	0	41	91	34	76	41	91
6. Seminars	4	9	36	80	6	13	38	84
7. Interviews	0	0	41	91	9	20	42	93
8. Supplies	3	7	38	84	33	73	37	82

TABLE XI

FREQUENCY AND PERCENT RESPONSE OF WHEATLAND EDUCATORS TO METHOD OF DELIVERY: COMMUNITY INTO THE SCHOOLS

Item	No		Yes		Elementary		Secondary	
	f	%	f	%	f	%	f	%
1. Speakers	0	0	17	100	12	71	17	100
2. Career days	1	6	15	88	7	41	15	88
3. Material resources	0	0	16	94	9	53	15	88
4. Equipment	1	6	15	88	8	47	15	88
5. Demonstrations	1	6	15	88	10	59	14	82
6. Seminars	5	29	12	71	2	12	13	76
7. Interviews	1	6	16	94	2	12	16	94
8. Supplies	3	18	11	65	9	53	12	71

TABLE XII

FREQUENCY AND PERCENT RESPONSE OF LARAMIE COMMUNITY LEADERS TO METHOD OF DELIVERY: COMMUNITY INTO THE SCHOOLS

Item	No		Yes		Elementary		Secondary	
	f	%	f	%	f	%	f	%
1. Speakers	0	0	38	97	21	54	35	90
2. Career days	0	0	37	95	4	10	34	87
3. Material resources	1	3	35	90	15	38	32	82
4. Equipment	3	8	32	82	11	28	32	82
5. Demonstrations	3	8	34	87	23	59	28	72
6. Seminars	4	10	33	85	2	5	30	77
7. Interviews	4	10	34	87	3	8	32	82
8. Supplies	8	21	25	64	21	54	20	51

TABLE XIII

FREQUENCY AND PERCENT RESPONSE OF WHEATLAND COMMUNITY LEADERS TO METHOD OF DELIVERY: COMMUNITY INTO THE SCHOOLS

Item	No		Yes		Elementary		Secondary	
	f	%	f	%	f	%	f	%
1. Speakers	1	9	10	91	9	82	11	100
2. Career days	0	0	11	100	4	36	11	100
3. Material resources	1	9	10	91	7	64	10	91
4. Equipment	1	9	10	91	5	45	10	91
5. Demonstrations	1	9	10	91	7	64	10	91
6. Seminars	2	18	9	82	4	36	9	82
7. Interviews	1	9	10	91	4	36	10	91
8. Supplies	4	45	7	64	7	64	6	55

TABLE XIV

FREQUENCY AND PERCENT RESPONSE OF LARAMIE EDUCATORS TO METHOD OF DELIVERY: SCHOOLS INTO THE COMMUNITY

Item	No		Yes		Elementary		Secondary	
	f	%	f	%	f	%	f	%
1. Fieldtrips	0	0	43	96	42	93	41	91
2. Shadowing	1	2	41	91	15	33	42	93
3. On-the-job training	3	7	29	87	2	4	41	91
4. Individual exploration	3	7	39	87	14	31	41	91
5. Small group exploration	1	2	41	91	24	53	41	91
6. Extended exploration	8	18	32	71	3	7	37	82
7. Community internships	4	9	37	82	2	4	39	87
8. Business training programs	3	7	39	87	1	2	41	91
9. Facilities	1	2	41	91	42	93	39	87
10. Resource people	1	2	41	91	39	87	42	93
11. Work experience--paid	3	7	38	84	1	2	40	89
12. Work experience--non-paid	8	18	33	73	8	18	37	82
13. Certification of knowledge	2	4	35	78	7	16	38	84

TABLE XV

FREQUENCY AND PERCENT RESPONSE OF WHEATLAND EDUCATORS TO METHOD OF DELIVERY: SCHOOLS INTO THE COMMUNITY

Item	No		Yes		Elementary		Secondary	
	f	%	f	%	f	%	f	%
1. Fieldtrips	0	0	17	100	16	94	17	100
2. Shadowing	0	0	16	94	7	41	15	88
3. On-the-job training	1	6	16	94	0	0	16	94
4. Individual exploration	2	12	14	82	4	24	14	82
5. Small group exploration	1	6	13	76	10	59	12	71
6. Extended exploration	3	18	12	71	1	6	14	82
7. Community internships	1	6	15	88	1	6	15	88
8. Business training programs	1	6	14	82	0	0	14	82
9. Facilities	0	0	15	88	13	76	14	82
10. Resource people	0	0	16	94	13	76	16	94
11. Work experience--paid	3	18	18	76	0	0	14	82
12. Work experience--non-paid	1	6	14	82	4	24	11	65
13. Certification of knowledge	4	24	10	59	1	6	9	53

TABLE XVI

FREQUENCY AND PERCENT RESPONSE OF LARAMIE COMMUNITY LEADERS TO METHOD OF DELIVERY: SCHOOLS INTO THE COMMUNITY

Item	No		Yes		Elementary		Secondary	
	f	%	f	%	f	%	f	%
1. Fieldtrips	1	3	36	92	27	69	31	79
2. Shadowing	3	8	34	87	14	36	32	82
3. On-the-job training	0	0	35	90	2	5	33	85
4. Individual exploration	5	13	31	79	12	31	27	69
5. Small group exploration	2	5	34	87	19	49	28	72
6. Extended exploration	11	28	24	62	1	3	22	56
7. Community internships	4	10	31	79	1	3	24	62
8. Business training programs	2	5	33	85	2	5	30	77
9. Facilities	0	0	36	92	33	85	24	62
10. Resource people	2	5	31	79	23	59	25	64
11. Work experience--paid	4	10	33	85	4	10	32	82
12. Work experience--non-paid	4	10	32	82	14	36	24	62
13. Certification of knowledge	6	15	28	72	5	13	25	64

TABLE XVII

FREQUENCY AND PERCENT RESPONSE OF WHEATLAND COMMUNITY LEADERS TO METHOD OF DELIVERY: SCHOOLS INTO THE COMMUNITY

Item	No		Yes		Elementary		Secondary	
	f	%	f	%	f	%	f	%
1. Fieldtrips	0	0	11	100	11	100	11	100
2. Shadowing	0	0	10	91	6	55	10	91
3. On-the-job training	1	9	10	91	2	18	9	82
4. Individual exploration	2	18	8	73	4	36	8	73
5. Small group exploration	1	9	10	91	8	73	9	82
6. Extended exploration	3	27	8	73	3	24	8	73
7. Community internships	1	9	9	82	2	18	9	82
8. Business training programs	1	9	10	91	3	27	9	82
9. Facilities	0	0	11	100	9	82	11	100
10. Resource people	1	9	9	82	7	64	9	82
11. Work experience--paid	2	18	0	92	3	28	9	82
12. Work experience--non-paid	3	27	7	64	3	27	7	64
13. Certification of knowledge	1	9	9	82	2	18	8	73

TABLE XVIII

FREQUENCY AND PERCENT RESPONSE
OF LARAMIE EDUCATORS TO
COMMUNITY INVOLVEMENT

Item	Yes		No	
	f	%	f	%
1. Financial contributions	28	62	18	29
2. Teacher/business employee exchange	41	91	1	2
3. Assist in evaluation of educational programs	33	73	9	20
4. Participate in curriculum development	32	71	10	22
5. Serve on steering committees	41	91	3	7
6. Community resource workshops for educators	41	91	3	7
7. Serve on advisory committees	41	91	2	4

TABLE XIX

FREQUENCY AND PERCENT RESPONSE
OF WHEATLAND EDUCATORS TO
COMMUNITY INVOLVEMENT

Item	Yes		No	
	f	%	f	%
1. Financial contributions	9	53	5	29
2. Teacher/business employee exchange	10	59	6	35
3. Assist in evaluation of educational programs	12	71	4	24
4. Participate in curriculum development	12	71	5	29
5. Serve on steering committees	16	94	1	6
6. Community resource workshops for educators	15	88	2	12
7. Serve on advisory committees	14	82	3	18

TABLE XX

FREQUENCY AND PERCENT RESPONSE OF
LARAMIE COMMUNITY LEADERS TO
COMMUNITY INVOLVEMENT

Item	Yes		No	
	f	%	f	%
1. Financial contributions	18	46	17	44
2. Teacher/business employee exchange	27	69	9	23
3. Assist in evaluation of educational programs	32	82	5	13
4. Participate in curriculum development	25	64	11	28
5. Serve on steering committees	29	74	6	15
6. Community resource workshops for educators	33	85	4	10
7. Serve on advisory committees	33	85	4	10

TABLE XXI

FREQUENCY AND PERCENT RESPONSE OF
WHEATLAND COMMUNITY LEADERS
TO COMMUNITY INVOLVEMENT

Item	Yes		No	
	f	%	f	%
1. Financial contributions	9	53	5	29
2. Teacher/business employee exchange	10	59	6	35
3. Assist in evaluation of educational programs	12	71	4	24
4. Participate in curriculum development	12	71	5	29
5. Serve on steering committees	16	94	1	6
6. Community resource workshops for educators	15	88	2	12
7. Serve on advisory committees	14	82	3	18

CHAPTER V

ANALYSIS OF DATA

The analysis of data presented in this chapter is categorized according to Parts I, II and III of the opinionnaire. Part I is divided into sections relating to the seven elements of career education, and Parts II and III are treated as they appear in the opinionnaire. The attitudes of educators and community leaders are compared. Educators' responses from both Laramie and Wheatland were combined and are reported in percentages for comparison with the combined percentages from Laramie and Wheatland community leaders.

The comparisons made point out the agreement and disagreement of educators' and community leaders' attitudes toward career education concepts, method of delivery, and community involvement in education. This is discussed by the high and low rankings of each statement and item. The statements and items are introduced with the number in parentheses and the statement or item underscored.

Part I: Educational Concepts

Each of the seven elements are discussed pointing out agreement and disagreement relating to the four statements that are characteristic of the element. For this analysis, the percentage responses were combined and compared in relation to low and high. That is, the percentage responses to numbers one and two (not needed and little importance) were combined for a low score total percentage and percentage responses to

numbers three and four (moderate importance and essential) were combined for a high score total percentage. These combined percentages are represented in Tables XXII through XXVIII.

Self-Awareness (Table XXII). Educators and community leaders agree that self-awareness is important on an elementary level. Both groups feel that (11) understanding and acceptance of self and (14) unique individual are essential to the elementary curriculum. However, (9) self-assessment and (20) forces influence one's development are only moderately important in the elementary curriculum. Although these aspects of self-awareness do receive favorable support, they are not overwhelmingly rated high (60% of educators and 64% of community leaders; 58% of educators and 54% of community leaders on the statements respectively). Educators gave more support to self-awareness on the elementary level except when responding to self-assessment on which community leaders gave slightly more support (64 as compared to 60 percent).

Educators gave more support to all areas of self-awareness on a secondary level than did community leaders. Educators and community leaders overwhelmingly agreed that self-awareness belongs in the secondary curriculum and to a lesser degree, but nevertheless, agree that it should be included at the elementary level.

Decision Making (Table XXIII). Educators felt that (13) decision making process and (21) using resource information were important aspects of education to be included in the elementary curriculum. Decision making process was ranked as essential while using resource information was ranked as moderately important. Community leaders felt the other aspects of decision making, (12) establishes and evaluates

TABLE XXII

PERCENTAGE COMPARISONS OF EDUCATORS' AND COMMUNITY LEADERS' ATTITUDES TOWARD SELF-AWARENESS

Statement	Group	Elementary				Secondary			
		1	2	3	4	1	2	3	4
9. Self-assessment	Ed*	3	31 (34)	34	26 (60)	0	5 (5)	23	69 (92)
	CL*	4	24 (28)	42	22 (64)	2	0 (2)	22	68 (90)
11. Understanding and accaptance of self	Ed	0	2 (2)	15	79 (94)	0	2 (2)	8	85 (93)
	CL	2	2 (4)	22	64 (86)	4	2 (6)	8	78 (86)
14. Unique individual	Ed	0	3 (3)	21	71 (92)	0	0 (0)	12	82 (94)
	CL	0	8 (8)	14	70 (84)	4	4 (8)	10	74 (84)
20. Forces influence one's development	Ed	11	19 (30)	37	21 (58)	0	6 (6)	34	56 (90)
	CL	16	22 (38)	30	24 (54)	0	8 (8)	38	46 (84)

*Ed = Educators; CL = Community Leaders

TABLE XXIII

PERCENTAGE COMPARISONS OF EDUCATORS' AND COMMUNITY LEADERS' ATTITUDES TOWARD DECISION MAKING

Statement	Group	Elementary				Secondary			
		1	2	3	4	1	2	3	4
12. Establishes and evaluates goals	Ed	6	19 (25)	31	35 (66)	0	2 (2)	19	76 (95)
	CL	2	14 (16)	34	42 (76)	2	2 (4)	20	68 (88)
13. Decision making process	Ed	0	6 (6)	42	47 (89)	0	0 (0)	18	79 (97)
	CL	2	16 (18)	32	42 (74)	0	2 (2)	26	64 (90)
21. Using resource information	Ed	3	24 (27)	48	15 (63)	0	2 (2)	29	66 (95)
	CL	8	20 (28)	38	22 (60)	0	4 (4)	14	76 (90)
27. Career-oriented decisions	Ed	21	23 (44)	34	10 (44)	0	3 (3)	21	71 (92)
	CL	26	18 (44)	28	18 (46)	2	6 (8)	30	60 (90)

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goals and (27) career-oriented decisions, were more important than did the educators.

Decision making process on the elementary level was very favorably ranked by all respondents. Establishes and evaluates goals and using resource information were favorably responded to while responses to career-oriented decisions were split. In fact, no group whether on the low or high rankings gave it more than 44 or 46 percent. All in all, educators and community leaders do believe decision making should be taught to elementary students.

While both groups overwhelmingly supported the teaching of decision making in the secondary curriculum (88 to 97 percent), it was the educators who ranked the statements higher (92 to 97 percent). Therefore, both groups indicated inclusion of decision making at all levels.

Educational Awareness (Table XXIV). Both the educators and the community leaders agreed that (3) education is a life-long process and (16) school subjects and the world of work are important in the elementary curriculum. Rankings of the statement (10) basic skills and knowledge were split by the community leaders (42% low and 48% high) while the educators favorably supported the statement (29% low and 63% high). Community leaders were evenly split (44%) on (8) select and evaluate educational paths. In a similar manner, educators expressed a more negative attitude toward this statement.

All four statements on the secondary level received high responses by both educators and community leaders. Interestingly, the community leaders ranked education is a life-long process higher than educators (96% and 89 %). Although the total would indicate that both groups

TABLE XXIV

PERCENTAGE COMPARISONS OF EDUCATORS' AND COMMUNITY LEADERS' ATTITUDES TOWARD EDUCATIONAL AWARENESS

Statement	Group	Elementary				Secondary			
		1	2	3	4	1	2	3	4
3. Education is a life-long process	Ed	2	8 (10)	18	65 (83)	0	3 (3)	5	84 (89)
	CL	2	6 (8)	16	74 (90)	0	0 (0)	10	86 (96)
8. Select and evaluate educational paths	Ed	12	39 (51)	35	5 (40)	2	3 (5)	26	66 (92)
	CL	14	30 (44)	42	2 (44)	0	4 (4)	28	60 (88)
10. Basic skills and knowledge	Ed	5	24 (29)	37	26 (63)	0	5 (5)	18	76 (94)
	CL	8	34 (42)	30	18 (48)	0	6 (6)	18	70 (88)
16. School subjects and the world of work	Ed	10	10 (20)	37	37 (74)	0	5 (5)	16	74 (90)
	CL	6	16 (22)	32	34 (66)	2	2 (4)	20	68 (88)

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favored inclusion of this element at both levels, some diversity and less support existed for the elementary level.

Economic Awareness (Table XXV). Although the higher level elementary percentages are only in the range of 34-60, community leaders did support education relating to economics on an elementary level slightly more than did educators. A majority of educators did not feel that (17) banking, saving and investing money and (19) economy affects the world of work should be part of the elementary curriculum (55% and 51% respectively). They were ranked as being of little importance rather than not being needed at all (39% versus 16% and 39% versus 12%, respectively). The overall highest favorable responses were to (1) personal economics and lifestyles (53% and 60%).

Contrary to the educators responding negatively to banking, saving, and investing money (55%) and economy affects the world of work (51%) on the elementary level, they responded quite favorably to these statements on the secondary level (88% and 83%). As it was, the educators ranked banking, saving, and investing money higher than the community leaders who ranked economy affects the world of work higher than did the educators. Educators and community leaders ranked all four economic awareness statements high with a range of 83 to 95 percent on the secondary level.

Educators and community leaders felt at both the elementary and the secondary levels that personal economics and lifestyles and (24) American economic system were more important than the other statements relating to economic awareness.

Career Awareness (Table XXVI). For the elementary level, the four

TABLE XXV

PERCENTAGE COMPARISONS OF EDUCATORS' AND COMMUNITY LEADERS' ATTITUDES TOWARD ECONOMIC AWARENESS

Statement	Group	Elementary				Secondary			
		1	2	3	4	1	2	3	4
1. Personal economics and lifestyles	Ed	10	29	48	5	0	2	21	74
		39		53		2		95	
	CL	6	30	50	10	0	0	18	76
		36		60		0		94	
17. Banking, saving and investing money	Ed	16	39	31	3	2	5	32	56
		55		34		7		88	
	CL	12	30	24	22	2	8	24	60
		42		46		10		82	
19. Economy affects the world of work	Ed	12	39	35	5	0	6	31	52
		51		40		6		83	
	CL	20	16	28	14	0	4	30	60
		36		42		4		90	
24. American economic system	Ed	12	31	40	5	0	8	29	58
		43		45		8		87	
	CL	18	22	30	20	2	4	30	62
		40		50		6		92	

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career awareness statements were ranked favorably by both groups except by community leaders on (2) occupations within each subject area (42%). All statements were ranked as being moderately important rather than essential in the elementary curriculum.

Educators and community leaders disagree on occupations within each subject area; educators ranked it favorably (58%) while community leaders ranked it negatively (50%). It was perceived by the researcher that there might be a significant difference between the two groups. Therefore, a "t" test was calculated resulting in "t" = 1.86 which is larger than a $t_{.10} = 1.66$ but smaller than a $t_{.05} = 1.98$ with degrees of freedom equal to 100. This means there is a significant difference at the .10 level between the attitudes of educators and community leaders toward the inclusion of occupations within each subject area in the elementary curriculum.

Community leaders had a more positive attitude toward the inclusion of career awareness on the secondary level than did educators except for (28) interest and abilities on which the combined percentage of educators was only slightly higher than community leaders (94% to 92%). Overall, educators and community leaders indicated that career awareness was essential in the secondary curriculum and of moderate importance at the elementary level.

Beginning Skill Competency (Table XXVII). On statement (6) basic skills necessary there was general agreement between educators and community leaders (50% and 56%) for inclusion of this concept on the elementary level. In response to (15) interpersonal relationships, both groups favorably ranked this statement; however, educators supported it

TABLE XXVI

PERCENTAGE COMPARISONS OF EDUCATORS' AND COMMUNITY LEADERS' ATTITUDES TOWARD CAREER AWARENESS

Statement	Group	Elementary				Secondary			
		1	2	3	4	1	2	3	4
2. Occupations within each subject area	Ed	5	27 (32)	53	5 (58)	2	5 (7)	23	66 (89)
	CL	8	42 (50)	40	2 (40)	0	8 (8)	36	54 (90)
22. Occupations relate to society	Ed	3	37 (40)	44	10 (54)	0	5 (5)	44	47 (91)
	CL	10	30 (40)	44	6 (50)	0	4 (4)	42	52 (94)
26. Education or training	Ed	11	11 (22)	40	29 (69)	0	5 (5)	18	71 (89)
	CL	6	12 (18)	34	42 (76)	0	0 (0)	16	80 (96)
28. Interest and abilities	Ed	8	31 (39)	42	11 (53)	0	2 (2)	34	60 (94)
	CL	18	20 (38)	32	24 (56)	0	6 (6)	34	58 (92)

TABLE XXVII

PERCENTAGE COMPARISONS OF EDUCATORS' AND COMMUNITY LEADERS' ATTITUDES TOWARD BEGINNING SKILL COMPETENCY

Statement	Group	Elementary				Secondary			
		1	2	3	4	1	2	3	4
5. Basic equipment and materials	Ed	15	47 (62)	29	0 (29)	2	5 (7)	52	37 (89)
	CL	20	44 (64)	24	2 (26)	2	4 (6)	44	48 (92)
6. Basic skills necessary	Ed	5	35 (40)	40	10 (50)	2	0 (2)	11	82 (93)
	CL	8	26 (34)	40	16 (56)	2	0 (2)	16	80 (96)
15. Interpersonal relationships	Ed	6	31 (37)	35	19 (54)	0	0 (0)	40	56 (96)
	CL	14	24 (38)	22	18 (40)	2	8 (10)	40	44 (84)
18. Skills necessary for employment	Ed	18	37 (55)	32	3 (35)	0	6 (6)	32	58 (90)
	CL	18	32 (50)	30	8 (38)	2	8 (10)	24	60 (84)

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more strongly (54% as compared to 40%). Both groups ranked (5) basic equipment and materials and (18) skills necessary for employment negatively; however, these responses were weighted more toward being of little importance rather than not being needed.

For the secondary level, educators and community leaders overwhelmingly ranked all of the basic skill competency statements high ranging from 84 to 96 percent.

Employability Skills (Table XXVIII). Educators were evenly split (46% low and 45% high) on attitudes toward (23) seek and maintain employment while community leaders split (38% low and 48% high) the responses to this statement for inclusion at the elementary level. Educators and community leaders overwhelmingly rate the other employability skills statements very high.

Most of the respondents (84 to 98 percent) indicated strong support for inclusion of employability skills in the secondary curriculum. However, on seek and maintain employment there was a significant difference between the two groups' responses. This resulted in a "t" = 12.5 which is greater than $t_{.001} = 3.46$ with degrees of freedom equal to 100. This difference appears to result from the rankings of the statement as to whether it is moderately important or essential. Both of which are positive, and therefore, does not affect the results.

Both groups favored inclusion of this element in the curriculum at both levels with less support for seek and maintain employment skills at the elemenatry level.

TABLE XXVIII

PERCENTAGE COMPARISONS OF EDUCATORS' AND COMMUNITY LEADERS' ATTITUDES TOWARD EMPLOYABILITY SKILLS

Statement	Group	Elementary				Secondary			
		1	2	3	4	1	2	3	4
4. Work habits and attitudes	Ed	0	2 (2)	10	84 (94)	0	2 (2)	5	85 (90)
	CL	2	0 (2)	4	92 (96)	0	2 (2)	2	90 (92)
7. Responsibilities to self and others	Ed	0	2 (2)	21	73 (94)	0	2 (2)	3	90 (93)
	CL	0	2 (2)	4	78 (82)	2	0 (2)	4	90 (94)
23. Seek and maintain employment	Ed	19	27 (46)	35	10 (45)	0	5 (5)	26	63 (89)
	CL	16	22 (38)	26	22 (48)	4	0 (4)	4	80 (84)
25. Work cooperatively with others	Ed	0	0 (0)	18	76 (94)	0	0 (0)	10	84 (94)
	CL	0	2 (2)	32	62 (94)	0	0 (0)	20	78 (98)

Part II: Method of Delivery

Tables VI-XIX show the frequency and percent response of Laramie and Wheatland educators' and community leaders' attitudes toward selected methods of delivery of the career education concepts--both within the school and between the school and community. As can be seen in Table XXIX, the majority of respondents (115) indicated that the concepts within the school should be integrated into all subject areas in both the elementary and secondary curriculums. The next highest (55) area of ranking indicated that these concepts should be integrated into selected subjects at both the elementary and secondary levels. Career education, as a separate subject area, required at both levels and elective at both levels were ranked third and fourth respectively.

When comparing each method and level separately the highest rankings remain integrated in all subjects at both secondary (first) and elementary (second) levels. However, the opinions of the Laramie community leaders pulled the ranking of separate career education required at the secondary level to third place. The methods of integrating career education into selected subjects at secondary and elementary levels ranked fourth and fifth with the remaining separate methods of delivery placing last in the eight rankings. Overall, educators and community leaders believe and agree that career education concepts should be integrated into the school curriculum rather than being taught as a separate subject.

It can be seen, by referring to Tables X through XIII that educators and community leaders agree there are various means by which the community can go into the schools to be involved in career education. Of these means, speakers and career days received the highest rankings

TABLE XXIX

FREQUENCY RESPONSE OF LARAMIE AND WHEATLAND EDUCATORS AND COMMUNITY LEADERS TO METHOD OF DELIVERY WITHIN THE SCHOOL

Separate		Integrated	
Required at:		All subjects at:	
Elementary	14	Elementary	53
Secondary	37	Secondary	62
Total	51	Total	115
Elective at:		Selected subjects at:	
Elementary	16	Elementary	27
Secondary	20	Secondary	28
Total	36	Total	55

(88% - 100%) by both groups with community leaders giving more support to career days than educators.

Although items (6) seminars and (8) supplies received favorable responses, these two items received more negative responses than the other six items. The Wheatland educators was the only group feeling (29%) that seminars should not be a means for community persons to venture into the schools. On the contrary, the Laramie educators was the only group to give strong support (84%) to community persons providing supplies to the schools. Overall, both groups supported all eight items to occur to a greater extent on the secondary level than on the elementary level.

In response to the thirteen items of how the schools could go into the community, both educators and community leaders favorably responded and agreed that these were means for which both could cooperate and collaborate for career education. Laramie and Wheatland educators and Wheatland community leaders were positive to (1) fieldtrips with only one Laramie community leader responding negatively to this item. All Wheatland educators and community leaders gave positive response to (2) shadowing with only four Laramie educators and community leaders responding negatively. And only one Laramie educator gave a negative response to (9) facilities while all other respondents gave positive responses.

Of the thirteen items, five received high negative responses as compared to the other eight items. These five items are (4) individual exploration, (6) extended exploration, (11) work experience--paid, (12) work experience--non-paid, and (13) certification of knowledge. Both

Wheatland groups and the Laramie community leaders did not give much support to the use of the community for individual exploration. Extended exploration received the most negative (18% to 28%) support from all groups. The community leaders recorded a stronger negative opinion than did the educators (28 and 27 percent as compared to 18 and 18 percent). Both groups from Wheatland gave less favorable support to work experience--paid (18% and 18% negative response) than did the groups from Laramie (7% and 10%). The Wheatland educators and Laramie community leaders gave more support to work experience--non-paid (only 6% and 10% negative) than did the Laramie educators (18%) and the Wheatland community leaders (27%) who were against the schools going into the community for this purpose. Certification of knowledge received more negative responses from Wheatland educators and Laramie community leaders (24% and 15%) than the other two groups.

All groups very favorably responded to fieldtrips and (10) resource people as methods of delivery for career education on both the elementary and secondary levels.

Facilities received high support from all groups for the elementary level. The Laramie groups gave facilities more support on the elementary level than on the secondary level. This was the only item to receive more support on the elementary level than on the secondary level.

Items receiving low support on the elementary level are: (3) on-the-job training, extended exploration, (7) community internships, (8) business training programs, and work experience--paid.

All items were scored favorably on the secondary level with shadowing and on-the-job training receiving high support as well as the pre-

viously mentioned fieldtrips and resource people. Facilities, while receiving high support from all groups, received a 100% support on the secondary level from Wheatland community leaders. All groups, as a whole, agree that career education should be integrated into the school curriculum and delivered in collaboration with the community.

Part III: Community Involvement

All groups favorably responded to all items relating to how the community should be involved with education (refer to Tables XVIII to XXI). Strong favorable opinions were expressed towards the following means for community involvement: (5) serve on steering committees (86% overall), (6) community resource workshops for educators (85%), and (7) serve on advisory committees (88%).

Although (4) participate in curriculum development received considerable favorable support (69% overall), the negative responses (22% to 29%) it received placed it second to (1) financial contributions which was ranked lowest. It is interesting to note that the educators (71% compared to 66%) were the ones with the more positive attitudes to having community persons involved in curriculum development.

Educators (60% overall) were more positive than community leaders (48% overall) toward the community making financial contributions. The community leaders were split on the opinion of whether or not financial contributions should be given to the schools. The Wheatland community leaders were more favorable (55% positive), yet their negative response (45%) was the highest negative response of all groups. Laramie community leaders ranked financial contributions 46% positively and 44% negatively.

While both groups of educators ranked it 29% negatively, they gave it more positive support (62% Laramie and 53% Wheatland). The other high negative response (35%) was by the Wheatland educators to (2) teacher/business employee exchange.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Career education is a topic which many people write on these days. It is a relatively new topic and receives attention from different groups of authors--consultants, teachers, administrators, guidance counselors, educational organizations, and business and community organizations. The subjects of these writings, however, are most often descriptions of career education activities or programs, final reports of projects, or evaluation studies. Not much literature reflects the assessment of educators' and community persons' attitudes toward career education. The assessments that have been conducted have not been used to plan career education activities before implementation. It is also seen from the lack of comprehensive career education literature that the schools and community have not collaborated on the assessment and planning of career education.

Cooperative efforts for implementation of career education exist in several Wyoming communities. However, pre-planning assessment studies and collaborative planning efforts for career education have not been conducted.

It was the purpose of this study to assess and compare the attitudes of educators and community leaders toward the inclusion of career education concepts in the school curriculum. The recommended method of delivery was also assessed and compared between the two groups, as well as

the extent that the community should be involved in education.

Summary of Findings

Part I Educational Concepts. The Laramie and Wheatland educators and the Laramie and Wheatland community leaders rated all statements favorably to indicate the inclusion of the seven career education elements in the school curriculum. They agreed that these educational concepts should be related to more often on the secondary level than on the elementary level. Although there was overall agreement between the groups of educators and community leaders, there were two statements, occupations within each subject and seek and maintain employment, on which there was a significant difference of attitudes.

Part II Method of Delivery. Educators and community leaders agreed on the method of delivery as integration of career education into the curriculum on both the elementary and secondary levels. They also agree on another method of delivery, that is, a separate required course at the secondary level.

Both groups favorably responded to all choices of how the community could go into the schools and of how the schools could go into the community for various career education activities. Again, there was indication that these efforts are more recommended for the secondary level than for the elementary level.

Part III Community Involvement. All educators and community leaders indicated favorable responses to all items suggesting how the community could be involved in education for the purpose of career education. The responses to all items were exceptionally high except for financial contributions.

Conclusions

Part I Educational Concepts. Educators and community leaders feel that the curriculum should include career education concepts. The overall rankings of each of the seven elements by educators and community leaders provides a rank order of elements as to their importance for inclusion in the curriculum. The rank order is:

1. Educational Awareness
2. Self-Awareness
3. Decision Making
4. Employability Skills
5. Career Awareness
6. Economic Awareness
7. Beginning Skill Competency

The educators and community leaders agree with the above ranking for the elementary level. There is some variation among the rankings on the secondary level by these groups.

Part II Method of Delivery. Both groups of educators and community leaders felt that career education was important enough to be integrated into all subject areas at both the elementary and secondary levels. Many also felt that having a separate and required career education course on the secondary level was another recommended method.

Educators and community leaders both indicate a willingness to interact on career education efforts. It appears that they recommend these activities to occur on the secondary level more so than on the elementary level. There does not appear to be any preference for whether the community goes into the schools or whether the schools venture into the

community.

It seems as though there may have been a lack of understanding of some of the items as stated. For example, some respondents indicated that the schools could go into the community for work-experience--paid at the elementary level.

Part III Community Involvement. By the overwhlemingly favorable responses to items in this part of the opinionnaire community leaders are not only willing to cooperate with the schools in educational efforts as indicated in Part II but they are willing to cooperate further on different means of involvement. They are willing not only to cooperate but to collaborate. They see a need to be involved in the planning of activities and programs before they are implemented as well as to continue assessing and planning throughout the duration of the activities.

Educators are willing to accept the community's interest and assistance in educational endeavors.

Recommendations

The following recommendations are derived from the results of the study including the review of the literature.

1. Local education agencies wishing to implement or revise career education should conduct a survey of educators' and community leaders' attitudes toward career education concepts. This assessment should include the total aspect of all seven elements.
2. The schools and the community need to collaborate on the analysis of the assessment of career education.
3. The schools and the community need to collaborate on the planning of career education activities and programs.

4. There is a need to inform educators and community persons about the many aspects (elements) of career education and their meanings.
5. Additional research is needed to assess agreement and disagreement of attitudes toward career education.
6. Implementation of career education should be integrated into the elementary and secondary curriculums.
7. In addition to the integration of career education, a supplemental required course should be part of the secondary curriculum.
8. Schools and community persons should work together to assess the types of experiences that are available to students in the community and to collaborate on the facilitation of those experiences.
9. The community can be going into the schools for more reasons than just as speakers and for career days.
10. The schools can go into the community for more reasons than just for fieldtrips.
11. The schools and the teachers should be utilizing the community to provide a varity of learning experiences for students on both the elementary and secondary levels.
12. All teachers, not just those doing career education activities, should utilize the community.
13. There is a need to assess the attitudes of educators and community persons toward collaborative efforts of educational endeavors.

14. The attempts to collaborate must be made and the schools should be the first ones to try.
15. State standards for career education should be considered to attempt to insure that all of the career education concepts be included in the elementary and secondary curriculums.
16. State standards should include the provision for school/community cooperation/collaboration.
17. Local education agencies receiving state and federal monies for career education efforts should comply with the above recommended standards.
18. Community resource workshops for educators (and/or community persons) should be conducted.
19. A required pre-service course or sequence of courses on career education should be part of the undergraduate teacher education program.
20. In-service career education courses or workshops should be required for re-certification of all teachers and administrators.

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APPENDIX A

May 1, 1980

Dear Educator:

I am conducting a survey of educators' and noneducators' attitudes toward the inclusion of certain educational concepts in the school curriculum as well as the method of delivery for integrating these concepts into the educational system. The data collected will be analyzed and used to identify educational needs.

The coding on the survey is for the purpose of follow-up only. In no way will the identity of any respondent be made known in the report of the survey.

If you desire a summary of the completed survey, please indicate so in the space provided at the end of the survey. Be sure then to include your name and address so that I may send you the summary.

Please return the survey in the enclosed self-addressed envelope.

Sincerely,

Linda Olson

APPENDIX B

May 1, 1980

Dear Community Leader:

I am conducting a survey of community leaders' and educators' attitudes toward the inclusion of certain educational concepts in the school curriculum; method of delivery for integrating these concepts into the educational system; and the community involvement with the educational process. The data collected will be analyzed and used to identify educational needs.

The coding on the survey is for the purpose of follow-up only. In no way will the identity of any respondent be made known in the report of the survey.

If you desire a summary of the completed survey, please indicate so in the space provided at the end of the survey. Be sure then to include your name and address so that I may send you the summary.

Please return the survey in the enclosed self-addressed envelope.

Sincerely,

Linda Olson

APPENDIX C

June 10, 1980

Dear Educator:

Do you realize how important you are?! Your opinion counts! Your opinion about education is needed in assessing educators' and community leaders' attitudes toward the inclusion of certain concepts in the school curriculum, as well as the method of delivery for integrating these concepts into the educational system. The data collected will be analyzed and used to identify educational needs.

The coding on the survey is for the purpose of follow-up only. In no way will the identity of any respondent be made known in the report of the survey.

If you inadvertently misplaced or did not have time to return the survey form I recently sent to you, another form is enclosed. I would appreciate your assistance in responding promptly.

If you desire a summary of the completed survey, please indicate so in the space provided at the end of the survey. Be sure then to include your name and address so that I may send you the summary.

Please return the survey in the enclosed self-addressed envelope.

Sincerely,

Linda Olson

APPENDIX D

June 10, 1980

Dear Community Leader:

Do you realize how important you are?! Your opinion counts! Your opinion about education is needed in assessing community leaders' and educators' attitudes toward the inclusion of certain concepts in the school curriculum, as well as the method of delivery for integrating these concepts into the educational system. The data collected will be analyzed and used to identify educational needs.

The coding on the survey is for the purpose of follow-up only. In no way will the identity of any respondent be made known in the report of the survey.

If you inadvertently misplaced or did not have time to return the survey form I recently sent to you, another form is enclosed. I would appreciate your assistance in responding promptly.

If you desire a summary of the completed survey, please indicate so in the space provided at the end of the survey. Be sure then to include your name and address so that I may send you the summary.

Please return the survey in the enclosed self-addressed envelope.

Sincerely,

Linda Olson

APPENDIX E

EDUCATIONAL CONCEPTS IN THE SCHOOL & COMMUNITY SURVEY

Educator ☐ Community Leader ☐

PART I EDUCATIONAL CONCEPTS

Please consider each of the following concept statements as to its importance as part of the school curriculum. Respond to each of those statements by indicating how essential ("Not needed" to "Essential") you feel it should be and at what level of education (either "Elementary" or "Secondary" or both).

Indicate your response by placing an "X" in the appropriate column.

Consider the following example:

1 = Not needed 2 = Little importance 3 = Moderate importance 4 = Essential

	Elementary (K-6)				Secondary (7-12)			
Each student:	1	2	3	4	1	2	3	4
1. develops research skills		X						X

The respondent feels students developing research skills is of little importance at the elementary level (indicated by the placement of the "X" under column 2) and is essential at the secondary level (so indicated by the "X" in column 4).

1 = Not needed 2 = Little importance 3 = Moderate importance 4 = Essential

Each student:	Elementary (K-6)				Secondary (7-12)			
	1	2	3	4	1	2	3	4
1. develops an understanding of the relationship between personal economics and lifestyles.								
2. studies related occupations within each subject area.								
3. recognizes that education is a lifelong process.								
4. develops work habits and work attitudes.								
5. becomes familiar with basic equipment and materials of businesses.								
6. recognizes the basic skills necessary for the careers that interest him.								
7. recognizes the responsibilities to himself and others when accepting a task or job.								

Each student:

	Elementary (K-6)				Secondary (7-12)			
	1	2	3	4	1	2	3	4
8. develops the ability to select and evaluate educational paths consistent with interests and abilities.								
9. completes self-assessments so as to identify strengths, weaknesses, interests and abilities.								
10. recognizes the significance of the basic skills and content knowledge as a means of achieving career goals.								
11. develops an understanding and acceptance of self.								
12. establishes and evaluates goals.								
13. applies the decision making process to all decisions made--in and out of school.								
14. recognizes that he is a unique individual with his own personality traits.								
15. develops an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.								
16. perceives the relationship between school subjects and the world of work.								
17. studies banking, saving and investing money.								
18. develops skills necessary for employment in the career of his choice.								
19. develops an understanding of how the economy affects the world of work.								
20. recognizes that social, economic, educational and cultural forces influence the development of one's individuality.								
21. becomes proficient in identifying and using resource information in making decisions.								

Each student:

	Elementary (K-6)				Secondary (7-12)			
	1	2	3	4	1	2	3	4
22. develops an understanding for the way in which occupations relate to needs and functions of society.								
23. develops the skills necessary to seek and maintain employment.								
24. develops an understanding of the American economic system.								
25. develops the ability to work cooperatively with others toward completion of a common task.								
26. prepares himself to enter the next level of education or training relating to a career choice.								
27. makes increasingly more sophisticated career-oriented decisions.								
28. explores interest and abilities in real or simulated work roles.								

PART II METHOD OF DELIVERY

Keep in mind the above concepts for which you indicated whether or not they should be part of the school curriculum. Now please indicate the means by which those concepts should become part of the curriculum. One section relates to available methods within the school setting and the other relates to possible means between the school and the community.

SECTION A: WITHIN THE SCHOOL

Please indicate which method of delivery (#1 or #2) you feel is the more appropriate method to employ in delivering the above concepts. After choosing one method, then respond only to the statements below that method.

☐ #1--SEPARATE--The concepts should be organized into separate courses or programs.

The course or program should be:

Required at: OR Elective at:

☐ Elementary Level ☐ Elementary Level

☐ Secondary Level ☐ Secondary Level

#2--INTEGRATED--The concepts should be integrated into existing subject areas.

☐

All subject areas at:

☐ Elementary Level

☐ Secondary Level

OR

Selected subject areas at:

☐ Elementary Level

☐ Secondary Level

If selected subject areas, please indicate which subject areas:

Elementary Level_____

_____

_____

Secondary Level_____

_____

_____

SECTION B: SCHOOL/COMMUNITY

The following statements relate to community involvement in education. Please indicate if the delivery method should be employed between the schools and the community ("Yes" or "No"), and, if so, at what level of education ("Elementary" of "Secondary").

SUBSECTION 1: These statements are indicators of how the community should go into the schools to participate.

	No	Yes	Elementary (K-6)	Secondary (7-12)
1. Speakers				
2. Career days				
3. Material resources (pamphlets, books, etc.)				
4. Equipment (for loan, donation, etc.)				
5. Demonstrations				
6. Seminars				
7. Interviews				
8. Supplies (wood, paper, paint, etc.)				

SUBSECTION 2: These statements are indicators of how the schools should venture into the community to learn.

	No	Yes	Elementary (K-6)	Secondary (7-12)
1. Fieldtrips				
2. Shadowing (on-site observation)				
3. On-the-job training				
4. Individual exploration				
5. Small group exploration				
6. Extended exploration				
7. Community internships				
8. Business training programs				
9. Facilities (museums, libraries, etc.)				
10. Resource people (parents, senior citizens, etc.)				
11. Work experience--paid				
12. Work experience--non-paid				
13. Certification of knowledge				

PART III COMMUNITY INVOLVEMENT

Please indicate below the means by which you feel the community should be involved with education.

	Yes	No
1. Financial contributions		
2. Teacher/business employee exchange		
3. Assist in evaluation of educational programs		
4. Participate in curriculum development		
5. Serve on steering committees		
6. Community resource workshops for educators		
7. Serve on advisory committees		

☐ Desire summary of survey

Name and address _____

_____